

## Programme of Study - English

**Proficiency:** Students gain a high degree of knowledge and skills and are evaluated in what they actually can do.

**Resilience:** Students develop the capacity to recover quickly from difficulties and highly demanding tasks.

**Communication:** Students develop the skills of exchanging information by speaking and writing and access authentic materials which develops them as well-rounded citizens who understand the wider world and are ready to discover their place in it.

### Year 9

Year 9	Literary Heritage	Jane Eyre	Romeo and Juliet	Poetry	Reading for Study
Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i>	The Prologue; foreshadowing in <i>Romeo and Juliet</i> ; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form	Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis	Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.	
Vocabulary	dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	extended metaphor, epic poetry, procrastinate	Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate.	
Mastery Writing	<p style="text-align: center;"><b>Writing Mastery 4</b></p> <p><u>Grammar content includes:</u> subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals.</p> <p><u>Writing content includes:</u> argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.</p>				
Reading for Pleasure	<p style="text-align: center;"><b>Reading for Pleasure</b></p> <p>Three texts chosen for in-class group reading. Teacher recommendations list, includes: <i>I am Thunder</i> by Muhammed Khan, <i>Orangeboy</i> by Patrice Lawrence, <i>Roll of Thunder</i>, <i>Hear me Cry</i> by Mildred D. Taylor, <i>Noughts and Crosses</i> by Malorie Blackman</p>				

# English Helpdesk

Welcome to English Solutions. Please follow the link in the solution section below to access the resources.

The areas for development are:	Solution
<ul style="list-style-type: none"><li>• Being able to use vocabulary to express ideas and examine high-level concepts.</li></ul>	<ul style="list-style-type: none"><li>• Practise key vocabulary using your Knowledge Organiser</li><li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></li></ul>
<ul style="list-style-type: none"><li>• Understanding essential skills in spelling, punctuation and grammar.</li></ul>	<ul style="list-style-type: none"><li>• Practise writing extended paragraphs about a range of topics and in different formats</li><li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></li></ul>
<ul style="list-style-type: none"><li>• Understand the essential context of the novels, plays and poems being studied</li></ul>	<ul style="list-style-type: none"><li>• Test yourself using your Knowledge Organiser</li><li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></li></ul>